



## Hilton Head Island Early Childhood Center

165 Pembroke Drive

Hilton Head, South

<b>Grades</b>	PK-K Primary School	
<b>Enrollment</b>	426 Students	
<b>Principal</b>	Adrienne Sutton	843-689-0422
<b>Superintendent</b>	Dr. Valerie Truesdale	843-322-2300
<b>Board Chair</b>	Fred Washington	843-322-2356

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>N/A</b>	<b>N/A</b>
2007	N/A	N/A
2006	Excellent	N/A
2005	N/A	N/A
2004	N/A	N/A

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**ABSOLUTE RATINGS OF PRIMARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
3	1	0	0	0

\* Ratings are calculated with data available by September 30. Primary Schools with Students like Ours are primary schools with Poverty Indices of no more than 5% above or below the index for this school.

**Performance Rating Criteria**

Prime instructional time	85.6%
Student-teacher ratio in core subjects	20.0 to 1
Teachers with advanced degrees	39.3%
Teachers returning from previous year	N/A
Percent of parents attending conferences	100.0%
Days of professional development devoted exclusively to knowledge and skills working with children less than eight years old	17.3 days

**Types Of Accreditation (More Than One May Apply)**

	Not pursuing accreditation
X	Conducting a self-study
X	South Carolina Department of Education
	Southern Association of Colleges and School
	American Montessori Society
	National Association for the Education of Young Children

**School Profile**

	Our School	Change from Last Year	Primary Schools with Students Like Ours	Median Primary School
<b>Students (n=426)</b>				
First graders who attended full-day kindergarten	N/R	N/R	99.0%	100.0%
Retention rate	3.7%	Up from 1.3%	3.6%	4.0%
Attendance rate	96.0%	Up from 95.5%	95.8%	95.6%
With disabilities other than speech	2.3%	Up from 1.3%	2.9%	4.0%
Older than usual for grade	N/A	N/A	0.0%	0.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=28)</b>				
Teachers with advanced degrees	39.3%	Down from 46.2%	54.5%	56.8%
Continuing contract teachers	67.9%	Down from 73.1%	73.1%	81.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	89.5%	88.6%
Teacher attendance rate	94.2%	Up from 93.4%	94.5%	94.9%
Average teacher salary	\$46,817	Up 1.8%	\$46,388	\$45,806
Professional development days/teacher	12.1 days	Down from 16.0 days	17.0 days	18.1 days
<b>School</b>				
Principal's years at school	3.0	No Change	5.5	4.0
Student-teacher ratio in core subjects	20.0 to 1	Down from 22.2 to 1	19.8 to 1	18.7 to 1
Prime instructional time	85.6%	Up from 83.2%	88.3%	88.6%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,802	Up 19.5%	\$6,608	\$6,510
Percent of expenditures for instruction*	70.2%	Down from 76.6%	68.2%	71.0%
Percent of expenditures for teacher salaries*	68.3%	Down from 74.8%	63.2%	64.2%

\* Prior year audited financial data are reported.

**Abbreviations for Missing Data**

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

Report of Principal and School Improvement Council

Hilton Head Early Childhood Center represents the best practices in the area of Early Childhood education. Our educational program integrates and supports the arts. Our classroom curriculum is inquiry-based and embodies the approach and reflection found in a Reggio Emilia inspired school. We seek to provide educational engagements in all areas of learning: core curriculum, the arts, and the social-emotional realm. Students in kindergarten participate in a full-day program; our prekindergarten students are enrolled for a half-day program. We serve 291 kindergarten students, and 129 prekindergarten students. We serve 43% of our kindergarten students in an English as a Second Language program. Fifty-one percent of our students qualify for free or reduced lunch.

Our year begins by surveying the initial assessment of incoming students in regards to reading readiness and math concepts. We provide extended reading opportunities for those students reading beyond grade level. Family literacy and math nights help introduce parents to math and reading concepts being addressed in our kindergarten program. "Parents as Partners" evenings were developed to meet the needs of parents who do not speak English as their first language in supporting their child's academic growth. Instructional tutors support children who enter school needing support in acquiring concepts such as print readiness, math concepts, and vocabulary. Our School Intervention Team, guidance counselor, and teachers work with families to identify and monitor students needing academic support.

During the 2007 – 2008 school year, support programs for students in the area of literacy were developed and implemented. Students have the opportunity to receive supplemental support in reading, writing, and speaking. Student achievement reflected the focus on literacy and math instruction. At the end of the year, 98% of kindergarten students had met all math benchmarks, and 74% of kindergarten students scored on or above first grade level in reading. Reading materials were purchased to begin a take-home reading program. Reading materials to meet the needs of above grade level learners were integrated into the classroom reading program to support reading growth.

One of our goals is to maintain a high attendance rating. We accomplished this by educating parents and families about the importance of good attendance, which begins in prekindergarten! Our school social worker, principal, and support staff works with families to develop individual attendance plans. Our current attendance rate is 96.11%; we're all working together on behalf of our students!

Our community support is strong. We have an active Teacher Parent Advisory Council that hosts school events for students and families. This year the TPAC raised funds to continue a landscaping and irrigation project. The parents hosted events for students focused on developing a love for reading and showcasing their skills. Teachers experience parent appreciation throughout the year. We are truly a team working together to create a positive and progressive experience for the young learner!

Adrienne Sutton, Principal  
Diana Magnan, School Improvement Council Chairman

Evaluations by Teachers

	Teachers
Number of surveys returned	33
Percent satisfied with learning environment	100.0%
Percent satisfied with social and physical environment	97.0%
Percent satisfied with school-home relations	96.9%

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School Adequate Yearly Progress

YES

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	6.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	11.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	17.8%	0.0%	No
Student attendance rate	96.0%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data